

Lamb Setts Montessori Nursery School and Out Of School Club

c/o Lamb Setts Montessori Nursery, 26-28 Chapel Street, Mosborough, Sheffield, South Yorkshire, S20 5BT

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| Inspection date | 14/10/2014 |
| Previous inspection date | 10/08/2009 |

| The quality and standards of the early years provision | This inspection: | 2 |
|--|-------------------------|----------|
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff use information from observations to ensure they plan next steps in learning that are matched to children's individual needs. Consequently, children are engaged by interesting activities and make good progress.
- Staff attend regular safeguarding training and managers maximise opportunities to develop their understanding of how policies are put into practice. Consequently, safeguarding procedures are used effectively to protect and support children.
- Staff work in partnership with parents to provide continuity of care so that children settle quickly. As a result, children are happy and form secure attachments to staff.
- Managers support staff to moderate their assessments of children's progress. Consequently, they are accurate and used effectively to identify appropriate interventions to support children.
- Managers use an evaluation process that accurately identifies the nursery's strengths, and areas for improvements are acted on quickly to improve outcomes for children.

It is not yet outstanding because

- On occasions some staff do not consistently use very high quality teaching strategies to help children see other ways in which resources can be used, in order to truly extend their thinking skills and explore ideas.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the three different units and outside.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

Lamb Setts Montessori Nursery School and Out of School Club has been registered since 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from a pair of converted terraced houses in Mosborough, Sheffield. There is an enclosed outdoor play area. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery follows the Montessori teaching approach to learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the use of a wider range of teaching strategies, for example, by encouraging all staff to help children see other ways in which resources can be used, in order to truly extend children's thinking skills and explore ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff at the nursery have a very good understanding of how children learn and develop. They know all the children well and use details from observations to inform the activities they are planning. As a result, children are provided with experiences that interest them and they make good progress in their learning. For example, staff identify when babies start to form recognisable words and plan strategies to reinforce their learning by repeating key words and phrases. These plans are clearly followed through as staff praise and repeat the word biscuit during baking activities. Plans for older children incorporate the skills they will need as they move into school and staff know which children need additional opportunities to develop their understanding of letters. For example, they provide chalk boards for children to experiment with drawing and letter boards to practise forming letters. The older children are taught the correct sounds for letters through songs and rhymes. Staff regularly make a variety of observations of children which include photographs, short notes on their achievements and detailed records that focus on a particular area of learning. Observations are used by staff to identify children's interests and allow staff to make accurate assessments of children's progress. Staff frequently meet with parents to share information and discuss children's next steps. As a result, parents are kept well informed about children's learning and staff are able to share ideas about how to support them at home.

The nursery follows the Montessori approach to learning and provides children with free choice and access to a variety of carefully selected resources. Older children are encouraged to make choices in advance about where they would like to play so they are learning to plan their time. Staff support younger children to choose resources from the shelves where they are attractively displayed. For example, children freely access threading resources to develop their physical skills and enjoy sorting collections of objects by colour and shape. A range of resources are provided that encourage children to explore and experiment because they do not have a set purpose. For example, a tray of shredded paper and pieces of wood allow children to use their building skills and imaginations to make towers topped with paper. Staff plan activities that are linked to the seasons and children are developing an understanding of the world around them. For example, they enjoy drawing a picture of a hedgehog and staff support them to look at the details and represent them in their own way on the paper.

Most staff use good quality teaching strategies to promote children's learning during activities. For example, staff talk to babies about puddles of water being wet and cold when they are looking for leaves outside in the rain. Older children learn about the days of the week and seasons during circle time. Staff praise all children's contributions and help children to work out the date by thinking about which number comes next. Children playing with torches are encouraged by staff to go into the darker drama area and experiment making shadows on the wall with their hands. However, on occasions some staff do not consistently use very high quality teaching strategies, such as when children playing with freely chosen sorting toys. Staff do not always support children to help them see other ways in which resources can be used, in order to truly extend their thinking skills and explore ideas.

The contribution of the early years provision to the well-being of children

Children are happy during their time at the nursery because they form secure attachments to staff. Babies confidently seek assurance from their key person when they meet someone new and children enjoy cuddles with staff when they have just woken up. Staff are perceptive to children's needs and adapt routines for children who are too tired for their lunch. Parents are encouraged to bring their children for settling-in sessions prior to starting and staff provide reassurance to parents when children are upset. For example, staff make effective use of a tablet computer to take short videos and photos of children playing happily during the day and share these with parents. Staff build good relationships with parents and daily conversations support continuity of learning and education for children. For example, staff and parents work in partnerships to support children during toilet training so that they are sharing techniques and strategies. As a result, children are sensitively supported as they learn to manage their own personal needs according to their age.

Staff use the key elements of the Montessori approach to focus support on developing the personal, social and emotional skills children will need as they move into school. For example, sessions start with a welcome circle where children are taught that hands are for helping not hurting. Staff make further links to this during story time so children are

learning about examples of appropriate behaviour. Babies' early skills are specifically identified and staff plan strategies to support them. For example, they duplicate resources and name emotions for children to aid their understanding. As a result, children are learning to share and tolerate others. Children are made to feel valued because all their contributions are welcomed and praised so their self-esteem and confidence is promoted. Staff are teaching children to manage their own risks because they explain to children why they must not climb on chairs to reach toys. They help children think about a better way by suggesting they come round the water table to fetch the animal they want.

Children are developing independence because staff provide children of all ages with opportunities to do things for themselves. For example, babies are supported to learn how to use cutlery and feed themselves because focused activities allow them to practise using spoons to stir and scoop icing mixture. Older children are developing good hygiene routines because they wash their own hands before eating and after wiping their noses. Staff allow children to serve their own vegetables at snack time and they learn to use jugs to pour their drinks. Children enjoy trying the different vegetables at snack time and talk to staff about their favourites. Staff support their understanding of healthy foods by explaining to children how carrots help your eyes and vegetables make you big and strong.

The effectiveness of the leadership and management of the early years provision

Managers have a clear understanding of their responsibility to safeguard children and they ensure that all staff receive regular training to update their knowledge. The manager uses every opportunity to include staff in processes so they develop a clear understanding of the importance of child protection issues and how policies work in practice. Consequently, staff have a working knowledge of what would cause them concerns about a child's safety or well-being. A clear policy and procedure provides details about what they should do to refer a concern. The nursery is relatively large and spread across two floors of a building, however, the manager ensures that most of the staff maintain a relevant qualification in first aid. As a result, they are able to respond quickly to medical emergencies because there is at least one trained member of staff in each unit and a buzzer system allows them to call for additional help. Staff employ strict hygiene procedures when preparing tables for snack time and each baby has their own face cloth that is changed every day. As a result, the risk of cross-contamination is reduced. Risk assessments are completed for all aspects of the nursery and are updated when issues are identified through daily checks on the environment. Consequently, children can explore and play in safety.

There are robust processes in place to monitor the educational programme and assessments of children. Planning systems ensure that staff plan for all the areas of learning and children receive a broad and interesting range of activities. The manager reviews all the planning and monitors how staff implement it. Children's progress is tracked over time and the manager understands the importance of moderating assessments. Staff work together to ensure that they are consistent in the judgements they make about children so that assessments accurately reflect children's achievements. Managers support all staff to develop their practice and they use information obtained

from observations of staff to inform the appraisal process. All staff are assigned a mentor and there are good relationships between them and managers that results in a positive and supportive culture. Consequently, managers work in partnerships with staff to effectively introduce initiatives, for example, developing creative play and the use of new tracking systems. The nursery's self-evaluation process and development plan accurately reflect the nursery's strengths. The manager has Early Years Professional status, which enables her to implement change effectively and she acts quickly to address identified gaps. For example, an interactive board has been purchased to support the nursery's provision for technology. Areas identified for improvement are directly linked to improving outcomes for children and families. For example, training accessed by the manger supports plans to develop strategies to further engage the families of toddlers.

The managers and staff work well together as a team and use assessments effectively to identify any gaps in learning or any children who are not working at a level expected for their age. Staff work with other agencies to share information so that children with special education needs and/or disabilities benefit from the best possible intervention strategies to support them. As a result, all children make good progress in their learning. The nursery has close links with the local school because they provide an out of school club service for older children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | EY216890 |
| Local authority | Sheffield |
| Inspection number | 869731 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 46 |
| Number of children on roll | 78 |
| Name of provider | Lamb Setts Nursery Partnership |
| Date of previous inspection | 10/08/2009 |
| Telephone number | 0114 248 6960 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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